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ABSTRACT

The purpose of this evaluation was to determine the relative effectiveness of a tenth grade English curriculum collectively constructed by students and teachers. Twenty-two tasks were formulated to give direction to the evaluation. To effectively and adequately diagnose the soundness of the project, a multi-criterion approach was adopted executing the following activities: (1) the administration of evaluation instruments to a random sample of pupils involved in the project; (2) the administration of a questionnaire to solicit the participating teachers' subjective reactions on several aspects of the project; (3) special conferences with the involved teachers; (4) evaluator's interaction with both teachers and directors; (5) direct observations by the directors of the project; and (6) evaluators' interactions with directors. From the results it was concluded that the project was successful, with the teachers, students, directors, and observers profiting in several ways. Task evaluations are listed under each task described. (HOD)

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Public Schools of the District of Columbia

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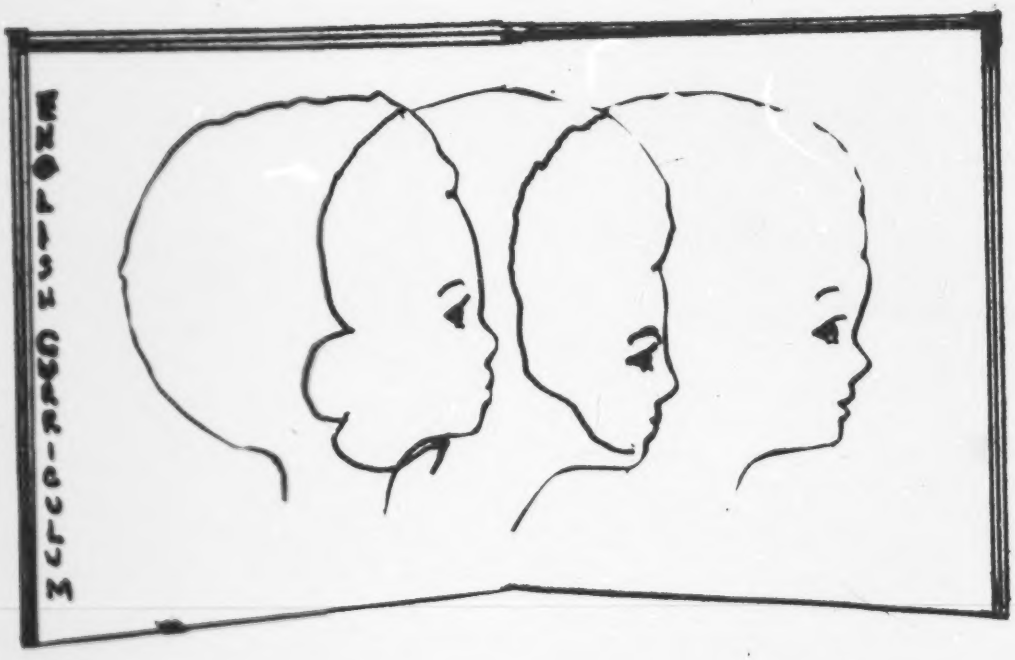
STUDENTS AND TEACHERS DEVELOP ENGLISH CURRICULUM

ESEA TITLE III EVALUATION FINAL REPORT



OS 200 956

Office of Planning, Research and Evaluation
Division of Research and Evaluation
August, 1973

A

FINAL REPORT

STUDENTS AND TEACHERS DEVELOP

ENGLISH CURRICULUM

by

WALTER E. HEWICK, Ph.D.

Evaluator

August 16, 1973

A Final Report
on
Students and Teachers Develop English Curriculum

Statement of the Evaluation

The purpose of this evaluation was to determine the relative effectiveness of a Tenth Grade English Package collectively constructed by students and teachers during the 1973 school year.

Dimensions of Task

In order to realize the above-mentioned purpose of this evaluation, twenty-two tasks were formulated to give direction in this evaluation. They were:

T_1 Obtain a general view of the classroom learning climate.

T_2 See how pupils would like teachers to change.

T_3 Obtain specific information about the classroom learning climate.

T_4 Obtain pupil reactions to learning experiences soon after they have taken place.

T_5 Determine the friendship patterns in the class.

T_6 Determine how pupils evaluate each other in terms of social and learning objectives.

T_7 Measure how pupils perceive their peer's attitudes.

T_8 Measure the individual pupil's standards in regard to classroom issues.

T_9 Measure how pupils perceive the teachers' expectations.

T_{10} Establish how pupils see classroom interaction during part of the school day.

T_{11} Establish the origin content, and direction of teacher-pupil behaviors.

T_{12} Measure the teacher's influence patterns.

T_{13} Obtain information on pupil's home and educational background.

T_{14} Establish how important the different parts of a pupil's day are for him.

T_{15} Establish how the pupil would like to change the amount of time he spends in each part of his day.

T_{16} Establish what people the pupil consider important in his life.

T_{17} Measure the pupil's perception of other pupil's feeling about his school work.

T_{18} Measure the pupil's perception of other peoples' evaluations of him.

T_{19} Determine how the pupil evaluates himself in relation to his classmates.

T_{20} Compare those qualities a pupil attributes to himself with those he wishes he could attribute to himself.

T_{21} Establish how the pupil perceives his teacher, school work, peers, parents, and self by his completion of open-ended sentences.

T_{22} Measure how the pupil perceives various aspects of his school life by his selection of one of several possible completions for an incomplete sentence.

Procedures of Evaluation:

To effectively and adequately diagnose the soundness of this project, a "multi-criterion" approach was adopted in this evaluation. The activities executed were:

1. The administration of evaluation instruments to a random sample of pupils involved in the project. Some of the instruments which were administered to these pupils include: "Getting acquainted with you", "Post-Class Reactions", "Classroom Life", "My

Teacher", "Multiple Choice Sentence Completions", "Pupil Perceptions of a Class Period", etc.

2. The administration of a questionnaire to solicit the participating teacher's subjective reactions on several aspects of the project.

3. Special conferences were held every Friday with the involved teachers at which time they ventilated the positive and negative aspects of the project and, where necessary, implement corrective and constructive guidelines and procedures toward the betterment (enrichment) of the project.

4. Evaluator's interaction with both teachers and directors.

5. Direct observations by the directors of the project.

6. Evaluator's interactions with directors.

Data of the Evaluation:

Students:

These students comprised of a random sample of tenth graders who participated specifically in this project and represented a cross-section of the Washington area. Characteristically, their socio-economic backgrounds range from welfare to middle-class; scholatically, from the "academically capable" to the "culturally different;" ethnically, they were 90% black, male and female, and within the age-range of 15-18.

Teachers:

They possess the following characteristics:

1. 60% Black, 40% White

2. 99% females, 1% male

3. 99% permanent, 1% temporary

4. All middle-class

5. All possess the M.A. degree

6. 2-15 years of experience in teaching

7. Represent a cross-section of the Washington area

8. Subject-matter area taught in English

Schools:

The schools that participated in this project are:

1. Anacostia Senior High School
2. Ballou Senior High School
3. Cardoza Senior High School
4. Coolidge Senior High School
5. Dunbar Senior High School
6. Eastern Senior High School
7. McKinley Senior High School
8. Roosevelt Senior High School
9. Spingarn Senior High School
10. Wilson Senior High School

Projected Cumulative End Product of Project:

1. By the end of the 1972-73 school year, E.S.E.A. Title III tenth grade students will have developed cooperatively with their English teachers, curriculum packages for themselves and others.

2. By the end of the 1972-73 school year, E.S.E.A. Title III tenth grade students through a carefully structured language-literature program will have improved their skills in writing and speaking about novels, short stories, poems, plays, and essays which they have read.

3. By the end of the 1972-73 school year, E.S.E.A. tenth grade students will have read recently published materials, and will have participated in the selection of related films, filmstrips, pictures, records, and tapes.

4. By the end of the 1972-73 school year, E.S.E.A. Title III tenth grade students as co-partners with their English teachers in developing a new and vital curriculum will show a higher attendance rate than other tenth grade students.

Data and Interpretation

It must be remembered that in this evaluation it was impossible to conduct a pre-testing because of the late date in the beginning of this evaluation. The exclusion of a pre-testing prevents a comparative analysis with the post-testing which is a material part in any sound evaluation. However, an attempt was made to splice the teachers' subjective observations and the post-testing in order to arrive at some substantive representative, and directional conclusions which would be meaningful in this evaluation.

Each task will be treated succinctly and pointedly to grasp the significance and direction of the items in the evaluation.

T_1 A general view of the classroom learning climate.

When the teachers in this project were asked to comment subjectively on the classroom learning climate, their observations reflected one of a relaxed and informal atmosphere. For example, they intimated that the classroom learning climate:

> "Varies from class to class-students seem to feel free to express ideas - atmosphere is casual sometimes too casual. There is generally a friendly feeling among students - some freedom but still a lot of structure."

> "The classroom learning climate is, in my opinion, increasingly informal. Students seem more inclined to welcome the opportunity to work with classmates and with the materials afforded them."

> "In general, the students are more receptive to new ideas and innovative classroom techniques."

> "Many students have told me that the room is very colorful with thought-provoking posters."

From the foregoing, it can be concluded that the classroom atmosphere is very much conducive to learning and the teachers are very much involved with the students in the learning process. Teacher encouragement and incentives should be considered, where necessary, to continue this positive mode of approach to learning.

T_2 How pupils would like teachers change.

The students' responses to a questionnaire administered by the project teachers suggested a positive consensus. Table I indicates that the majority of students were satisfied with their teachers' present behavior and would like them to continue "the same as he does now." The conclusion from this data corroborates also the subjective observations mentioned in the previous task (T_1).

T_2

Table I

How Pupils Would Like Teachers Change

	Much more than he does now	A little more than he does now	The same as he does now	A little less than he does now	Much less than he does now
1. Helps with work	2	7	27	-	1
2. Yells at us	1	6	21	3	3
3. Makes sure work is done	4	2	21	2	-
4. Asks us to decide about how we will work	4	7	22	2	1
5. Smiles and laughs	3	6	25	1	1
6. Makes us behave	5	2	17	1	1
7. Trusts us on our own	4	7	23	2	1
8. Makes us work hard	2	8	23	2	1
9. Shows that he understands how we feel	6	8	22	-	-

T_3 Specific information about the classroom learning climate.

The results from a questionnaire administered by a group of participating teachers to a random sample of tenth graders in the District Schools revealed that the classroom learning climate provided generally, emotional support, encouragement and mutual respect which were conducive to high self-esteem and to the utilization of the pupils' academic potentials. A close scrutiny of Table II, 1b, 3b, 5a, 8b respectively suggested that life with the teachers or the pupil-teacher-relationship was undoubtedly above average (62%); as a group, the pupils were highly motivated to perform in their academic subjects and this also was above average (63%). Generally, the pupils followed their teachers instructions and directions with a minimum of disciplinary problems and this further was above average (64.1%); and the willingness to share and to help each other and one another was above average (64.1%).

Additionally, the teachers' subjective observations corroborate the positive classroom learning climate when they intimate:

> "The room is small, well-lit. There are colorful and attractive books of all kinds around the blackboard trays, in bookcases, on tables around the room. Posters, work papers, and newsprint with units designed by kids for that period are on the walls."
>
> "Relationships improved in the classroom. Students interacted with one another more."
>
> "Students frequently work in groups. They frequently help each other to learn new work, and evaluate each other's work."
>
> "The class is broken in four groups most of the time; this has promoted group activity, friendships, a quieter, more relaxed feeling."

Generally, the classroom learning climate is highly praiseworthy and is moving in the right direction and should be encouraged every step of the way. On the other hand, when using the results of this particular questionnaire, the teacher should

Table II - T-3

Specific Information About Classroom Learning Climate

	a	b	c	d	e	f
1	1	24	8	6	-	-
2	10	16	13	-	-	-
3	17	24	1	-	-	-
4	17	19	2	1	-	-
5	25	11	2	1	-	-
6	22	14	2	1	-	-
7	14	16	8	1	-	-
8	9	25	4	1	-	-
9	18	19	1	1	-	-

See Appendix A for Task-3 instrument.

inspect both the responses of the entire classroom, shown on his/her tally sheet, and those of the subgroups or individuals who deviate from the rest of the class shown on individual answer sheets. This should be done immediately after the scoring of the questionnaire. It might be possible to recognize early pupils who misperceive the teacher's intentions or who cannot find expression of their interests in academic procedures and who often fail to become involved in the learning process and to utilize their intellectual potentials. A dedicated teacher would find it rather rewarding and refreshing to redirect the deviant to a more fruitful educational experience.

T_4 Pupils' reactions to learning experience soon after they have taken place.

Subjectively, most teachers were convinced that there were positive post-class pupils' reactions in most of their teaching experience - within this current school year. The comments were:

> "The reactions varied. Optimally, students tended to be enthusiastic after learning experiences were completed and were anxious to get started with another experience."
>
> "Students generally seem proud of their achievement, sometimes excited about what they have done."
>
> "Journal responses indicate pleasure when students feel they have done well personally or had fun in class. Also they tend to remember and comment on group or individual successes."
>
> "Students gain more self-esteem after a learning experience in which achievement is shown. They often discuss the learning experience in groups and become very excited about it."

Objectively, the data authenticated the teachers' subjective observations. Table III - 1c, 2b, 3c, 4d, respectively for example, depicted students profited from their learning and expressed it unreservedly (62%); the students were satisfied, generally, with the teachers' directions and guidance which were above average (65.5%); the teachers made their subject-matter so interesting, most of the time, that 65.5% of the students responded that they did not feel lost during their class periods, while 46.4% of the students thought they did not need extra

help in their work. However, about 43% thought they "wanted a little help once or twice" during this particular class period.

Unquestionably, the post-class reactions are reflective of effective and responsible teaching and should be encouraged continously.

Table III - T-4

Pupils' Reactions to Learning

Experiences soon after they have taken place

	a	b	c	d
1	2	6	18	3
2	19	10	-	-
3	4	12	19	-
4	1	2	12	13
5	2	4	15	8
6	4	3	6	16
7	15	12	2	-

See Appendix B for Task-4 instrument.

T_5 The friendship patterns in the class.

Relative to this item, the evaluator depended heavily on the teachers' subjective observations since it was impossible to administer a sociometric questionnaire. The comments were self explanatory:

> "Lots of cliques - about 4 basic groups: girls (serious students, for most part), boys who disrupt, boys who are lovers, boys who dig experimentation and group work."

> "This varies from class to class. Our class, especially, has been very successful in looking at, and changing, friendship patterns and prejudices based on socio-economic backgrounds."

> "Varies a great deal - some groups or close friends have formed - some students still prefer working alone rather than in groups - some classes work together well - others still don't function well in groups."

It is prudent to observe here for future guidance and direction that research indicates that everyone forms positive and negative feelings about his associates. These feelings must be recognized as a natural fact of human relations. Negative feelings may be harder for students to accept than positive feelings, for society often frowns on their expression, and most children have been rebuked, at least on a few occasions, for too free an expression of their dislike of someone. Therefore, since pupils make judgments about their fellows, and moreso negative judgments, the teacher who wishes to make constructive changes in the classroom atmosphere should reevaluate the nature of the relationships in his/her classroom throughout the year in order to determine the effectiveness of his/her efforts.

T_6 How pupils evaluate each other in terms of social and learning objectives

It was the consensus among the project teachers that students generally displayed a tolerance for the opinions and differences of others and were fair and honest when evaluating their peers.

T_7 How pupils perceive their peers' attitudes

Generally, students tend to vary from class to class. Some perceive their peers' attitudes as "supportive," "sensitive," "helpful," "critical," and willingness to accept constructive criticism. These varying attitudes were forcibly brought out by some of the teachers' subjective observations which stated:

> "Students have come to see each other as helpers, equals and all there for a common cause."
>
> "The more motivated students are critical of the attitudes of the less well motivated. Students who are rude often have small group friends but are ostracized by the majority."
>
> "Students are willing to examine, if not accept, the attitudes of their peers."
>
> "Initially students tended to be sensitive of peer evaluation. However, the more often they had occasion to give and receive evaluations the more open they tended to become to the process of mutual evaluation."
>
> "Students have come increasingly to experience each other as supportive, helpful, on their side.

In view of the above, the teacher can resort to a strategy of remedial action. He can try to help his pupils to perceive as acceptable an expanded variety of individual differences; he can do much to change the patterns of interpersonal relations through different kinds of grouping and work assignments designed to allow the neglected or rejected or sensitive pupil more participation in planning and carrying out classroom activities; the teacher can select as "peer helpers" good students who are seen as influential and cooperative with the teacher and whom other pupils want to like; the teacher can work on getting subgroups to relate productively and positively to each other in the classroom; he can work directly with rejected, neglected, and hypersensitive pupils.

T_8 Individual pupil's standards in regard to classroom issues

There were mixed opinions on this item. Some teachers

thought that most of their students were conservative in their standards in regard to classroom issues while others felt the opposite.

The varied comments were:

"There is also some friendly rivalry, argument and discussion on all kinds of issues and attitudes."

"One class composed mainly of anti-academic kids has struggled all year to suit issues to their standards."

"They were very strong in their beliefs until they were proven wrong."

"Usually, each student set the highest standards for all issues."

"Students tended to be very conservative in their classroom expectations."

Most renown educators feel that healthy divergent opinions on various classroom issues should be encouraged but must be constructively controlled by teachers. Therefore, teachers should not consider these mixed or varied approaches on classroom issues among students unhealthy. As a matter of fact, teachers within the classroom.

T_9 Pupils' perceptions of teachers' expectations

The teacher consensus revealed that most students understood that they were expected to perform at their highest level of performance at all times. Further, the students were receptive to the teachers' challenges and responded without negative consequences.

T_{10} How pupils see classroom interaction during part of the day

For amplification, please see T_{14} - T15.

T_{11} The origin, content, and direction of pupil-teacher behaviors

Generally, teachers felt that many of the classroom

activities grew out of goals set forth at the beginning of the year by both student and teacher in a cooperative effort. Others evolved as students and teachers began to understand strengths and weaknesses in the classroom situation.

T_{12} Your (teacher) influence patterns

As can be gathered, this will vary from teacher to teacher and from class to class. The undermentioned comments suggest this variation:

> "Hopefully, students began to see the teacher more as a helpful resource person and less as the sole initiator and continued prober."
>
> "As a teacher, I tried to be understanding and sympathetic to the need of the students."
>
> "I am trying to have less teacher control and more student choice and freedom but my classes are still pretty teacher-centered."

This difference of behavior pattern is not unusual. No two persons are organically constructed alike and as such difference in whatever form or fashion must occur. However, these behavior patterns should be so schooled and tempered that they are not disruptive but constructive for your influence has an eternal effect on the destiny of the students with whom you come in contact.

T_{13} General information on pupils' home and educational background

Their socio-economic backgrounds range from welfare to middle-class; "academically capable" to the culturally different; and represent a cross-section of the Washington area.

T_{14} Signify how important the different parts of a pupil's day are for him

The results from a questionnaire administered to these students indicated several findings. Table IV for example, individual pupils varied considerably with regard to which part of the day ranked high or low in importance. Six pupils ranked "life at home" of great importance; six ranked it of less importance than all other aspects of their life space included in the questionnaire. Ten pupils considered "doing

things alone" of highest importance; six considered it of least importance. Further, "social life with friends" seemed to be of special importance to many in the class. Very few of the pupils in these classes considered it unimportant.

"Life in this class" ranked as an important part of the pupils' total life. Moreover, "life in this class" was considered somewhat more important than that in other class periods in the school day.

The teacher will want to be cautious in interpreting these data. He might try to collaborate with other teachers in the school who have these same pupils in class, interesting them in a parallel study of the learning climate.

T_{15} Signify how the pupil would like to change the amount of time he/she spends in each part of his/her day.

The results of a questionnaire administered to the project students by the project teachers revealed that although many pupils ranked "life in this class" of high importance relative to other parts of their day, almost no one in the class would want to see more time given to the class activities. They would like to increase the time available for independent social life, nonclass school activities, and life at home. This apparent dissatisfaction with the state of affairs in the classroom may be a normal reaction to the "work" part of the day. These findings are reflected in Tables IV and V.

TABLE IV

How Pupils Would Change Amount of Time In Each Part Of His/Her Day

ITEMS	'A lot' 'more ' time'	Some ' more time	Same 'time as' now	'Little' less ' time	'A lot' less 'time	No 'time 'at all
1. Life in this class	4	4	17	6	3	0
2. Life in other classes	4	7	11	7	5	3
3. Other school activities that are not classes	12	5	7	5	4	5
4. Life at home	9	7	8	6	0	5
5. Social life with friends	15	9	5	0	0	0
6. Clubs & groups outside	6	6	11	3	5	6
7. Doing things alone	4	4	19	5	0	0

TABLE V

MULTIPLE-CHOICE SENTENCE COMPLETIONS

		a	b	c	d	e
1		3	31	1	3	
2		9	15	13	1	
3		3	20	13	4	
4		20	2	1	7	7
5		2	15	19	4	
6		19	12	9	-	-
7		11	27	-	-	-
8	See	9	21	7	1	-
9		7	27	4	1	-
10		12	24	3	-	-
11	Appendix C	3	13	22	1	
12		14	10	1	-	8
13	for Task-15	8	10	21	-	-
14	instrument.	15	22	-	-	-
15		25	5	5	1	-
16		2	2	27	8	-
17		7	27	3	3	
18		4	23	9	3	-
19		1	7	12	19	-
20		20	3	3	13	-
21		-	8	25	6	-
22		1	28	2	6	-
23		20	15	3	-	-
24		8	19	8	3	-
25		2	34	-	-	-
26		19	11	4	3	-
27		-	5	18	15	-
28		1	12	19	6	-
29		13	9	7	6	-
30		13	21	4	1	-
31		6	29	3	1	-

T_{16} <u>What the pupil considers important in his/her life</u>.

Many students consider getting a job the most important thing in their lives. Some consider their children the most important factors in their present and future. Not too many place academic pursuits high on their list of priorities. Those who do, often would not verbalize this choice.

T_{17} Pupil's perception of other people's feeling about his school work.

Generally, it was recognized that students are increasingly sensitive and understandingly so, to peer evaluation. Once they become accustomed to having others react to their work, they tend to work for a broader audience.

T_{18} The pupil's perception of other people's evaluation of him.

The objective data indicated several clues about the home pressures on his pupils' academic work by analyzing the data in Table VI. It appeared that mothers and fathers are considerably more anxious than the teacher about their sons' or daughters' performance; mothers tended to be more satisfied than fathers. The average pupil perceives the pressures for academic performance as coming from home more than from the teacher. He is not as satisfied with his performance as he thinks the teacher is. He recognized his close friends as being more satisfied than he himself is, but not to the extent the teacher is. Again, these data can take on more significance with the discovery that similar conditions do not necessarily exist in other classrooms.

Such knowledge about some of the pressures and influences that the various parts of each pupil's life exert on his classroom behavior can help the teacher plan an effective educational experience.

TABLE VI

HOW SATISFIED ARE THEY

	Very Satisfied	Pretty Well Satisfied	Not Well Satisfied	Not Satisfied at all	Don't Really Care
1. My close friend(s) in this class	12	9	5	4	5
2. Others in this class	9	8	6	5	9
3. My mother	5	8	12	7	0
4. Friends not in this class	6	7	4	0	15
5. The teacher in this class	14	7	6	5	0
6. My father	6	10	9	5	0
7. How satisfied am I with myself?	10	12	6	4	0

T_{19} How the pupil evaluates himself in relation to his classmates.

Refer to T_{18}

T_{20} Compare those qualities a pupil attributes to himself with those he wishes he could attribute to himself.

Many students expressed in different ways a desire to be loved and appreciated, especially in a family setting. These students want very much the love of a mother/or father.

GENERAL PROJECT REACTIONS

Generally, when these students were asked what they considered most helpful in this project, they responded:

STUDENTS

"These students are able to learn at their own pace. They have more freedom in the classroom and they are responsible for their own education. I also think they mature more because they work in groups. I have found in my classroom that most of my classmates have matured by working in groups. No one person is depended on to get the group together. If a person is absent, no one feels lost. Someone immediately takes over, and we get things done. Personally, I like working in groups. I feel you get to reach out to your classmate, and find out what kind of person he is. I have also found that I can pull out ideas from reserved students, and they surprise me!"

"The most helpful thing in the project is just the fact that the teacher is giving the student a chance to say, 'I want to learn this certain thing', and that the student is being thought of and taught on his or her own level. And that it is for their particular goal that they are working."

"The most helpful thing is learning the things that the student would like to learn and how to learn it."

"I think that being able to learn in different ways was helpful."

"The most helpful thing is learning to have control of responsibility and be free to express your opinions and imagination."

"The most helpful thing about this project is that students will get the feeling of being more responsible in all their classes."

"The most helpful thing is the way you are trying to encourage other teachers to change their style of teaching."

"I think it is very helpful toward getting a lot of basic ideas of what's going on in life, and to help us in our college years."

"The most helpful thing is the method of teaching by the teachers, how they go about teaching this new way. I can learn faster and understand more of my work in my English class."

"The student has more freedom of speech to say what he or she wants to do."

"The teachers are concerned about the students."

Further when they were asked: What do you consider the least helpful thing about the project?

"The people who oppose the program."

"I really can't think of anything that I could say was least helpful."

"That the government won't help the project out."

"The least helpful thing about the project is the government not giving more money for teachers."

"The least helpful thing about this project is that more students can't get into the project."

"Well, if you ask me the only thing holding the Title III up is the government."

"I don't think there's anything that doesn't help us a lot."

At one juncture in this project, they were also asked to offer suggestions to improve this project. They remarked:

"We need to show these people how much better we are doing under Title III. We need to show them the students,

let them talk to the students, look at the progress and compare them with "regular" English students."

"I think that you should get together and do your best to let everyone see this discussion on Fridays in progress. Also, you could invite more students and teachers to come."

"You could get more teachers involved in this program so that more students can enjoy learning English."

"Have more students involved. You really can't improve too much. It's just a really together program."

"I feel that the project is doing well now, but later there may be a few changes made for only the purpose of a larger group."

"If you can get enough power to keep it going I believe it will be successful."

"To teach a student you must interest him in the work. It must be exciting and suspenseful."

"Have more classes involved in the program so it will be successful. Have more rap sessions about what should be done."

"Not being able to consider some students' and teachers' opinions and ideas."

Since teachers played a significant role in this evaluation, they were asked to enumerate some of the benefits of this project in their teaching effectiveness and awareness. Their varied comments entailed:

TEACHERS

"I have made a greater effort to have students write for each other and share their efforts. I have also used a variety of techniques for having students share ideas (ideas picked up at the project)."

"I have involved students in setting objectives and offering suggestions more systematically and tailored my units and plans to their suggestions."

"I used more games, more new ideas for motivating students or stimulating their interest. Some of these I picked up from books like the Discussion Skills booklet or Lecture Alternatives; some came from the other teachers."

"Most teaching was done in units of work, using student-objectives and suggestions; this was made possible because I had a wider variety of materials."

" I have kept daily lesson plans with specific behavioral objectives."

"I have let students give greater input into what they want to be taught and how they want to be taught."

"I have tested my students in the skills area and kept accurate records of their needs so that we (teacher and student) could work on problems individually."

"Received more student input."

"Planned more realistically."

"Used many more resources."

"I have worked to make it possible for my students to take responsibility for identifying their own learning goals, designing methods of achieving and measuring those goals."

"I've worked with a number of different kinds of books (textbooks and paperbacks) from which students can choose to work toward fulfilling their goals - instead of working from one book for all students in a class."

"I experience myself differently as a teacher this year - both because I'm gone on Fridays and because the goal of the project is to help kids take responsibility for their own learning - I feel I've relinquished a great deal of a pretty controlling stance - both to my relief and to my students."

"I have had students read each other's papers and react to them, either by making corrections or taking notes on what another student wrote."

"I have not given up trying to use groups as a way of teaching. Formerly, I abandoned this practice for lack of guidance."

"I have had one class (of seniors, actually) develop two units - one on rock music and the other on dreams. With the sophomores, I have tried to teach them some of the things they said they wanted to learn, but I have not succeeded in teaching them how to develop a unit."

"I have asked students to establish their own goals, and together we have attempted to fulfill them."

"Students in my classes have participated in more group work."

"I have given students more opportunity to contribute to the content of the course and the management of the class."

"I have been able to plan more carefully because I have only one preparation."

"I have materials and supplies at my disposal for innovative planning."

"I have had lesson plans before me almost daily."

"Most of all, students in my classes have had a voice in what is to be taught."

"As a result of being in this project, I had my students set up objectives at the beginning of the school year rather than impose my teacher-made objectives on them."

"The students help me plan the curriculum. They now have more of a "voice" in the strategy I use for each unit."

"I am using a wider variety of materials and attempting to do more individualizing of instruction to meet students' needs."

Further, when the teachers were asked in what way(s) did this project affect them, they unhesitatingly said:

"It has helped open my mind to new approaches to teaching grammar and usage. I improved my presentation of sentence patterns and got new insights into how to help students develop their language skills."

"I think perhaps this year I've done a better job of focusing more on students and on their strengths instead of their weaknesses."

"Teach the novel - greater variety of books to work with; this created greater student interest."

"Teach playwriting - students succeeded at writing better plays because they worked as groups; not each person having to produce a play of his own."

"Teach writing more intensively - a great variety of teaching ideas was available for me to use; the students made a greater progress."

"Write more motivating units and daily lesson plans. As a result, absenteeism is down in my classes because students are interested."

"Helped me to better evaluate myself as a teacher."

"Helped me use resource material much more effectively."

"Raise my teaching morale.

"Evaluate my efforts."

"Contribute to the professional growth of others and receive professional insights in return."

"Developing the class as a supportive, working team."

"Experimenting with different methods of grading and evaluating."

"Listening to my students - and both confronting, and adapting to, the very different expectations and needs of the various classes I teach."

"It has given me some tools (curricula and methods) to help me reach some of the "slower" students."

"It has certainly helped me to generate a great deal of enthusiasm for good, live theater via money for tickets and bus to The Winter's Tale and ideas for teaching Shakespeare."

"It has helped me to plan for my classes better than I formerly planned."

"The project has helped me to organize my work more effectively. I use daily worksheets or other devices to assist in obtaining specific objectives."

"Also, the project has broadened my perspectives by involving me in varied learning experiences (lectures, demonstrations, etc.) Consequently, this enrichment has been reflected in my daily contacts with the students."

"I have always been involved in affective teaching, but the program has emphasized the "rightness" of dealing with students on an interpersonal basis. The students feel that I care about them as persons because I take the time to communicate with them and to share their problems."

"I am more tolerant of student noise when it results from a meaningful activity."

"To write better lesson plans."

"To understand the child being taught."

"To prolong the student's attention span."

"The project has enabled me to be more creative and to incorporate ideas and techniques from English publications, education publications and from the other teachers in the project into my own unit plans."

"I have learned how to perfect group work techniques and to organize classroom activities more effectively."

"Through the visits of book publishers' representatives, reading specialists and others and through our visits to the Folger Shakespeare Library, the Media Center, the Smithsonian and other such places, my teaching knowledge has been enriched."

"It would have been nice to have had more free time for writing units. I simply did not have enough spare time away from the program to complete the projects that I had in mind."

"I guess the most exciting aspect of this program for me personally was the chance to work with stimulating teachers,

to hear their ideas and suggestions, and to be exposed to a wealth of fascinating new materials and books. I feel that many of the ideas haven't become an integral part of my teaching yet; but as I have more time to think about them and to read new materials, I feel they will add greatly to my teaching skills and to my ways of approaching students. Somehow I feel that the pay-off for me may come next year more than what I've been doing with my classes this year. In a way I feel like a richer person for having had a chance to meet with the other participants in this kind of Friday workshop. The sharing sessions and the materials brought by the directors were very exciting."

"More time to share in morning sessions and plan units as a group."

"Participation in the Title III Project has made me feel that the teaching of English in the D.C. Public Schools can indeed be a rewarding experience. The level of over-all frustration within the classroom has been for me considerably lower this year, since the increased availability of materials, the inspiration gleaned from comparing notes and exchanging ideas with other concerned teachers, and the opportunity to vary the weekly and monthly schedule through participation in challenging, meaningful activities have all combined to make me more effective in the classroom and more hopeful of continued growth."

"It was a great year <u>because</u> of the program. I hope we can do it again next year."

SUMMARY AND RECOMMENDATIONS

On a whole, this project was a complete success in proportion to the limited resources involved in this program within one school year. Teachers, students, directors and observers profited in several ways:

For teachers

training in new ways of operating in the classroom
introduction to new materials
field testing new materials and methods
supportive community of peers
time for thinking and planning
money to implement ideas
contact with competent practitioners in the field
opportunity to provide leadership for other teachers

For students

involvement in curriculum planning
opportunity to make decisions about their learning
experience of partner relationships with teachers
wealth of resources in the classrooms
development of group membership skills
challenge to take responsibility for what happens to them in the classrooom
chance to make a difference in the way English is taught

For directors

evolvement of a new staff development model
development as trainers of teachers
increased skills in curriculum development
familiarity with new materials for classroom and profession
competency in evaluating classroom methods and materials

For observers

new models of classroom strategies
classrooms where students are enjoying the process of education
seminars where teachers learn from each other

In light of this evaluation, the following recommendations are appropriate and pertinent for future endeavors of like sort:

1. At the inception of the project, the evaluator should be involved and not midway of the process.

2. At all cost, a pre- and post-testing are mandatory ingredients in an evaluation of this nature - for comparative analyses.

3. This project should encompass a wider student population and covering a greater geographic area.

4. A weil-structured scheduled for the evaluation of the project must be on hand before the project begins. If the project were refunded, the following is a typical example:

Early January	The following information should be collected. Family background information must be collected; an appraisal of forces outside of the school that influence the child; a multi-dimensional view of the child; concept of self-esteem; and parental attitudes.

Evaluation Tools

1) getting acquainted with you
2) parts of your day
3) changing parts of your day
4) talking with people
5) how satisfied are they
6) how they see me

Early February — Data on social relations must be obtained, and classroom norms must be appraised.

Evaluation Tools

1) how this class feels
2) how do you feel about these things?
3) how do you think the teacher feels?
4) pupil perceptions of a class period
5) classroom observation schedule
6) classroom life
7) my teacher
8) post class reactions

Mid March — Self concepts of pupils are assessed again, this time in a direct manner.

Evaluation Tools

1) my classmates
2) self-concept scale

Early April — Low achieving, low-esteem pupils are identified and special individual conferences held with them. The teacher reviews tools previously filled out by these students.

Early May — (Conferences with parents are scheduled for the following week) pupils perceptions of parental attitudes toward school are reassessed through readministration of the Sentence-Completion Form) and compared with similar data obtained in early January. Other responses on the form are compared with those obtained in January for indications of change in personal adjustment.

Mid May — The general learning climate is assessed; social relations, and classroom norms are assessed again to measure changes during the year.

Conclusively, this project is moving in the right direction in maximizing teaching effectiveness, responsible teaching and positive outcomes which are the hallmarks of a sound educational experience.

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APPENDIX A

EVALUATION T-3

Teacher _____ Date _____

School _____ Grade _____

Address _____ Subject _____

CLASSROOM LIFE

Here is a list of some statements that describe life in the classroom. Circle the letter in front of the statement that best tells how you feel about this class. <u>There are no right or wrong answers.</u>

1. Life in this classwith your regular teacher has

   a. all good things

   b. mostly good things

   c. more good things than bad

   d. about as many good things as bad

   e. more bad things than good

   f. mostly bad things

2. How hard are you working these days on learning what is being taught at school?

   a. very hard.

   b. Quite hard.

   c. Not very hard.

   d. Not hard at all.

3. When I'm in this class, I

   a. usually feel wide awake and very interested

b. am pretty interested, kind of bored part of the time

c. am not very interested, bored with a lot of the time

d. don't like it, feel bored and not with it

4. How hard are you working on schoolwork compared with the others in the class?

a. Harder than most.

b. About the same as most.

c. A little less than most.

d. A little less than most.

e. Quite a bit less than most.

5. How many of the pupils in this class do what the teacher suggests?

a. Most of them do.

b. More than half do.

c. Less than half do.

d. Hardly anybody does.

6. If we help each other with our work in this class, the teacher

a. likes it a lot

b. likes it some

c. likes it a little

d. doesn't like it at all

7. How good is your schoolwork compared with the work of others in the class?

a. Much better than most.

b. A little better than most.

c. About the same as most.

d. Not quite as good as most.

e. Much worse than most.

8. How often do the pupils in this class help one another with their schoolwork?

a. Most of the time.

b. Sometimes.

c. Hardly ever.

d. Never.

9. How often do the pupils in this class act friendly toward one another?

a. Always.

b. Most of the time.

c. Sometimes.

d. Hardly ever.

APPENDIX B

POST CLASS REACTIONS - T-4

Evaluation

Teacher_____ Grade_____

School_____ Subject_____

Address_____ Date_____

_____

Here are some questions about what happened in class today. Circle the letter in front of the statement that best tells how you feel about what happened. There are no right or wrong answers.

1. How much do you feel you learned today?

   a. Don't think I learned much.

   b. Learned a little bit.

   c. Learned quite a lot.

   d. Learned a lot today.

   Please write why you feel this way. _____

   _____

   _____

2. How clear was it why we were doing_____
   (refer to some specific activity)?

   a. Very clear to me.

   b. Pretty clear to me.

   c. Not so very clear.

   d. Not clear at all.

   What do you think was the reason we did what we did?_____

   _____

   _____

3. How often did you feel lost during this class period?

   a. Lost most of the time.

   b. Lost quite a few times.

   c. Lost a couple of times.

   d. Not lost at all.

   What made you feel lost?_____

   _____

4. How often did you feel you wanted some extra help during this class period today?

   a. Wanted help quite a few times.

   b. Wanted help several times.

   c. Wanted a little help once or twice.

   d. Wanted no help.

   What kind of help did you want?_____

   _____

5. How often did you see somebody else needing help during our class period today?

   a. Saw somebody needing help a lot.

   b. Saw somebody needing help quite a few times.

   c. Saw somebody needing help a few times.

   d. Saw nobody needing help.

   How could they be helped?_____

   _____

   _____

6. How do you feel about your participation in the discussion this last period?

   a. Not satisfied at all.

b. Not very satisfied.

c. Fairly satisfied.

d. Very satisfied.

Why do you feel this way?_____

_____

_____

7. How do you feel about what the teacher did in this last class period?

a. Very satisfied.

b. Pretty well satisfied.

c. Only a little satisfied.

d. Not satisfied.

What makes you feel this way?_____

_____

_____

APPENDIX C

EVALUATION

Teacher _____ Date _____

School _____ Grade _____

Address _____ Subject _____

MULTIPLE-CHOICE SENTENCE COMPLETIONS

On this form are some sentences that are started but not finished. Below each sentence that has been started are some different ways that it might be finished. You are to put an X in front of the one that makes the sentence most true for you. There are no right or wrong answers. The way you feel about things is what counts.

Let's try an example. Suppose the sentence reads this way:

Today I want to

_____play ball

_____get a good grade

_____go to a movie

Suppose that what you want most today, of the three choices listed, is to go to a movie. To show that this is your choice, you would put an X on the line in front of the words go to a movie, as has been done in the example.

Are there any questions?

Start with the first sentence below and put an X in front of the one ending that makes the sentence most nearly true for you. Do every one. There are no right or wrong answers. This is not a test. What is right for you would not necessarily be right for somebody else. Hand in your paper as soon as you have finished. Remember, complete each sentence with only one X; that is, put an X only in front of the one ending that comes closest to the way you really feel.

1. My schoolwork

____is a lot of fun

____is sometimes fun

____isn't much fun

____is not fun at all

2. Learning from books is

____very interesting

____interesting sometimes

____sometimes dull

____very dull and boring

3. Studying is

____a lot of fun

____sometimes fun

____not much fun

____not fun at all

4. The best thing about this class is

____the things we learn

____the kids in it

____recess

____the teacher

____the fun we have in class

5. My schoolwork is

____very hard

____sort of hard

____sort of easy

____very easy for me

6. I learn best when

____I work by myself

____I work with a friend

____I work in a group

7. If only teachers

____would make us work harder

____wouldn't make us work so hard

8. In class, working with others is

____the best way for me to learn

____sometimes good, sometimes not

____not as good as working alone

____a waste of time for

9. My schoolwork is

____very interesting

____interesting sometimes

____sometimes dull

____very dull and boring

10. Learning from books is

____a good way to learn

____good, but I can learn more in other ways

____not a very good way to learn

____not at all a good way to learn

11. Studying is

____very dull and boring

____sometimes dull

____interesting sometimes

____very interesting

12. The worst thing about this class is

____the kids in it

____the things we have to study

____the teacher

____that we almost never have fun

13. I can't learn much when

____I work by myself

____I work with a friend

____I work in a group

14. If only teachers

____would tell us just what they want

____would give us more chance to work things out for ourselves

15. If I should fail in school,

____I'd try to do better

____I'd wish I had studied more

____I'd feel ashamed

____I'd quit school

16. In class, working with others is

____not fun at all

____not much fun

____sometimes fun

____a lot of fun

17. Most of all I want to

____be rich

____be smart and know a lot

____have a lot of friends

____be able to get others to do what I want them to do

18. Homework is

____very interesting

____interesting sometimes

____sometimes dull

____very dull and boring

19. When I talk about school, my mother

____doesn't listen

____sometimes listens

____listens most of the time

____is very interested

20. I learn best when

____the teacher helps me

____another pupil helps me

____someone in my family helps me

____I can work it out for myself

21. In class, working by myself is

____no fun at all

____not much fun

____sometimes fun

____a lot of fun

22. If I should fail in school,

____I'd be mad at the teacher

____I'd be mad at myself

____I'd say it was tough luck

____it wouldn't be my fault

23. Studying is

____very helpful to me

____helpful if there is not too much

____not very helpful for me

____a waste of time for me

24. In class, working by myself is

____very easy

____easier than working with others

____harder than working with others

____very hard

25. If only teachers

____would make us behave better

____would trust us more on our own

26. I am happiest when

____I'm with a friend

____I'm with my family at home

____I'm alone

____I'm in school

27. Homework is

____a waste of time

____not very helpful for me

____helpful if there is not too much

____very helpful to me

28. In class, working with others is

____very hard

____harder than working by yourself

____easier than working by yourself

____very easy

29. When I talk about school, my father

____is very interested

____listens most of the time

____sometimes listens

____doesn't listen

30. In class, working by myself is

____the best way for me to learn

____sometimes good, sometimes not

____not as good as working with a group

____a waste of time

31. This school

____is my idea of a good school

____is O.K. but it could be better

____isn't very good

____is pretty bad-- I don't like it